



## Geographic information systems for environmental and natural science studies

TE0017, 20141.2021

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Larsolle, Tomas Thierfelder

### Evaluation report

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Evaluation period: 2021-01-10 - 2021-01-31

Answers 2

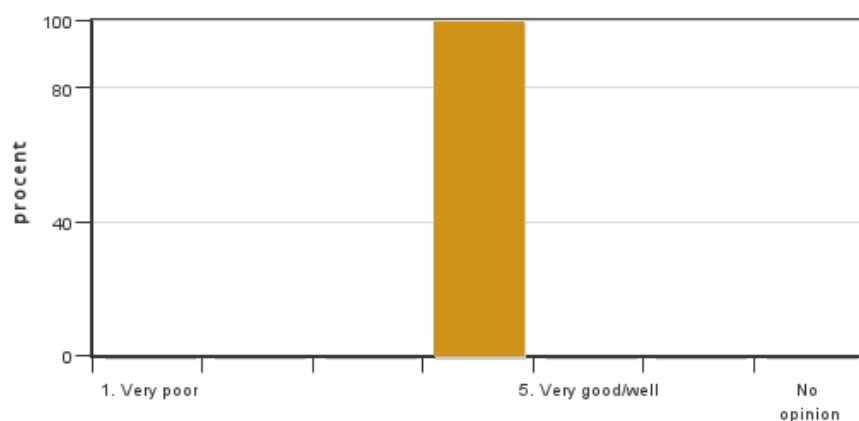
Number of students 14

Answer frequency 14 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

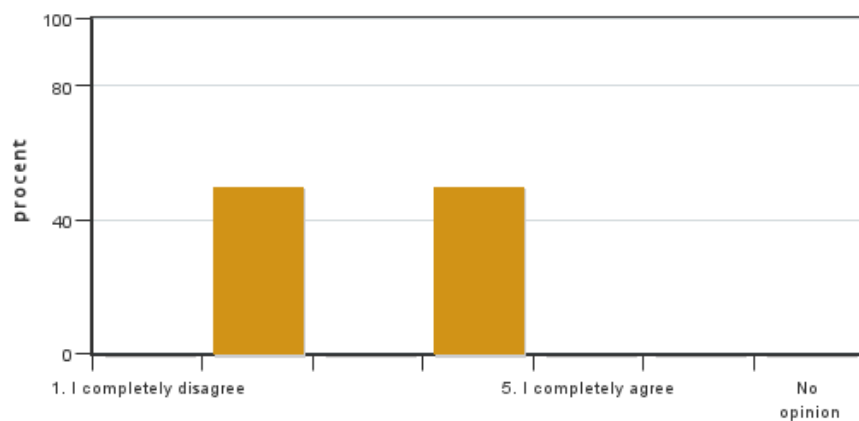


Answers: 2  
Medel: 4,0  
Median: 4

1: 0  
2: 0  
3: 0  
4: 2  
5: 0

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.

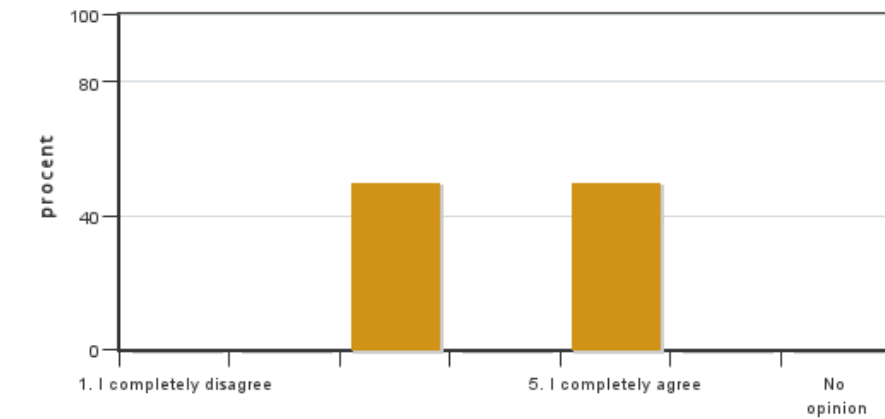


Answers: 2  
Medel: 3,0  
Median: 2

1: 0  
2: 1  
3: 0  
4: 1  
5: 0

No opinion: 0

**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 2  
Medel: 4,0  
Median: 3

1: 0  
2: 0  
3: 1  
4: 0  
5: 1

No opinion: 0

**4. The information about the course was easily accessible.**

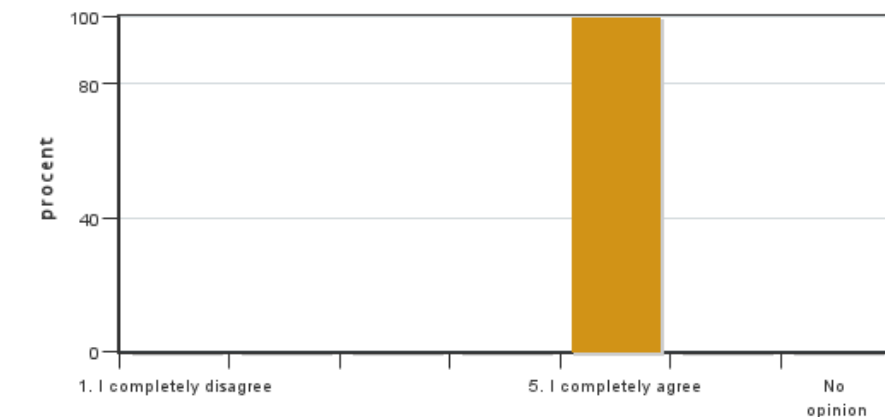


Answers: 2  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 2

No opinion: 0

**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 2  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 2

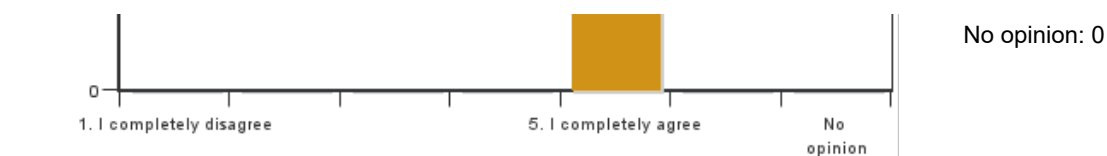
No opinion: 0

**6. The social learning environment has been inclusive, respecting differences of opinion.**

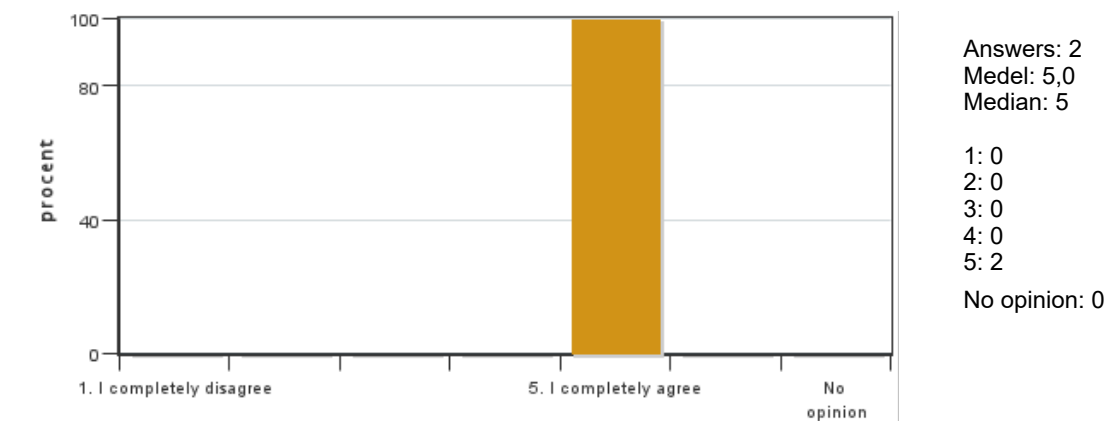


Answers: 2  
Medel: 5,0  
Median: 5

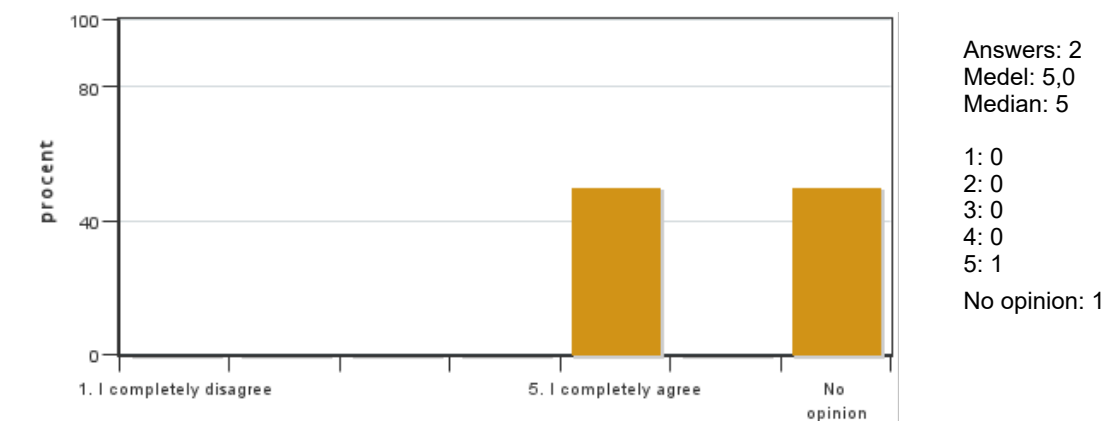
1: 0  
2: 0  
3: 0  
4: 0  
5: 2



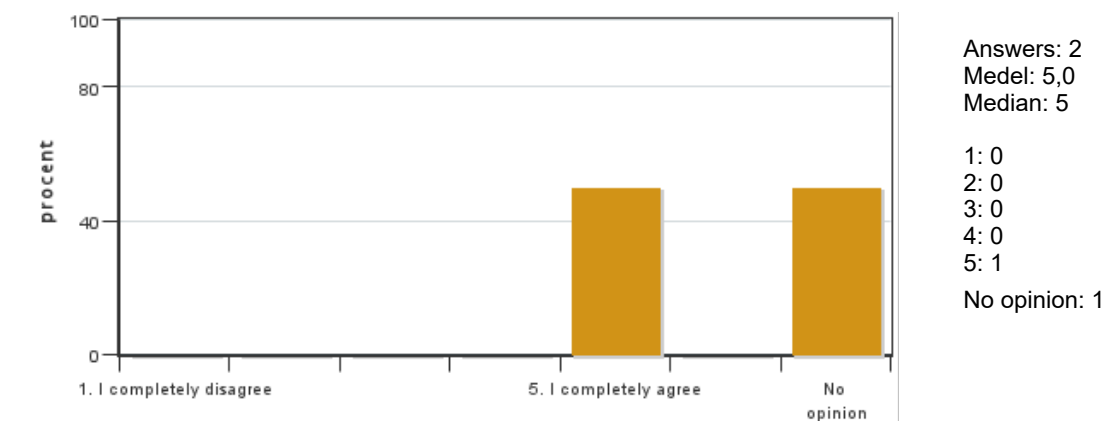
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



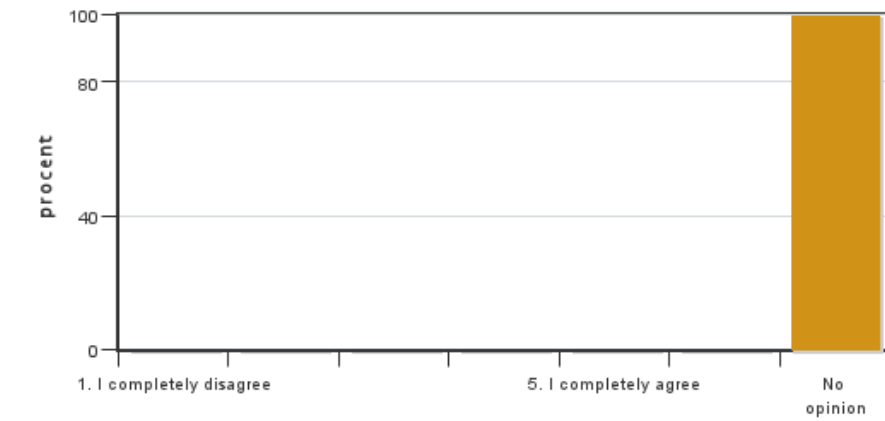
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 2

1: 0  
2: 0  
3: 0  
4: 0  
5: 0

No opinion: 2

**11. The course covered international perspectives.**



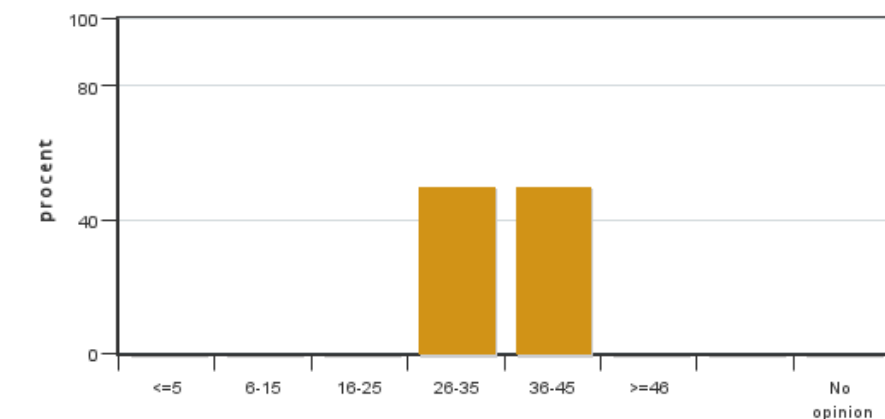
Answers: 2

Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 2

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



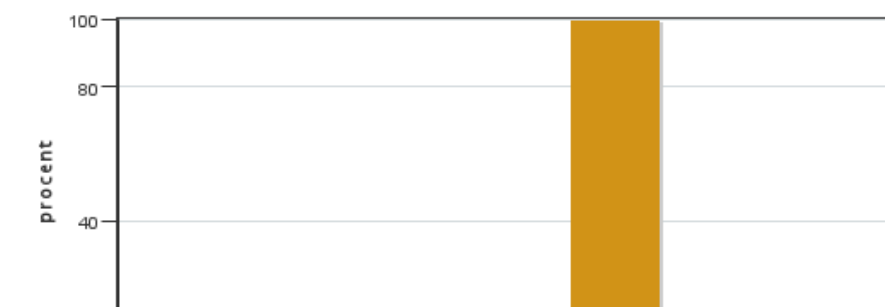
Answers: 2

Medel: 35,0  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 1  
36-45: 1  
≥46: 0

No opinion: 0

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 2

Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 2

No opinion: 0



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Course leaders comments

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This year's teaching has been very special with the transition to distance learning necessitated by the Covid pandemic. The GIS teaching team, which shares a pedagogical interest, has done its best to adapt its pedagogical approach to the current situation, and is generally enthusiastic regarding the effectiveness of the resulting teaching, and in terms of the generally positive response from the students. It feels as if the pandemic has offered an incentive for change that would still have been needed, and as if, with the shift to distance learning, a new era has been entered. We doubt that anyone wants to return to traditional teaching after the new experiences.

We have spent a couple of months recording the lecture-series in two languages, and as a result, the lectures can be given at the pace that the students themselves choose no matter who or where they are. As a follow-up to the video lectures, we have introduced a completely new teaching element where we meet live on-line to discuss the content of the lectures. At these meetings, we can focus entirely on deepening the discussion in the topics that the students themselves address. In addition, project guidance becomes easier to access live on-line, where supervisors can even take control of project team computers to demonstrate management and functionalities of complex software. The extensive practice that characterizes GIS teaching has been provided online for more than ten years already. As an interested educator, it is stimulating to be involved in creating a new teaching paradigm, and as part of the pedagogical method, it is of course important to evaluate the results in order to learn and adjust the method. What we most want to keep from traditional teaching is written exams provided on-site in physical lecture halls. One reason for this is that we cannot control legal security when written exams are provided on-line.

## Student representatives comments

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It is totally 2 of 15 students that have answered the evaluation. The participation is too low to represent a true course evaluation, unfortunately.

But they who have answered, the general impression of the course is 4 which is good. No questions in the evaluation have got low grades which is positive. The last question about the experience about doing the course online also got a high grade - 5, very good!

One student comment that the assignment done in Arcgis should give more points (ETC/HP) than it is for now because the assignment gave more knowledge for course, wrote the student. The assignments took a lot of time to do as well.

In the general on the oral course evaluation the students discussed the video lectures. Some students had different opinions about that. Somebody liked recorded and someone didn't prefer that. One student said that it is nice to have a lecture to go on, and then ask questions. But it is also good to self-plan the lectures and always have access to the lectures.

Another discussion was that the video lectures were too long but they are also able to speed up.

The instructions to the assignments were well done and pedagogical to follow. And the workshops on Zoom were a good solution during the pandemic.